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# Impact of Technology Infused Instruction on Project ACE (Accelerated Content-Based English) Students

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**PROJECT ACE**

Accelerated Content-Based English

# **Impact of Technology Infused Instruction on Project ACE (Accelerated Content- Based English) Students**

# Abstract

Students in English as a Second Language for Academic Purposes (EAP) programs benefit when language faculty collaborate with general education content-area faculty to develop curricular connections and facilitate student articulation into degree programs.

# Abstract

When students know their learning is meaningful, valuable and enjoyable, they persist.

Collaborative corpus-informed, content-based instruction can increase authenticity of input in language classes.

# Abstract

- ▶ Participants of this workshop will become familiar with the concept of technology integration in a language-learning context.
- ▶ Attendees will see the value of interdisciplinary collaboration when working with students. They will also be able to identify technological tools that can be useful for EAP students.

# About Project ACE

- ▶ ACE stands for Accelerated Content-based English for Academic Purposes (EAP) at Miami Dade College
- ▶ Year 4 of \$1.9 million dollar Title V grant from the US Department of Education
- ▶ Three activities
  - ▶ Create accelerated curriculum
  - ▶ Infuse technology in the classroom
  - ▶ Document outcomes

# Project ACE Mission

- ▶ Help students with strong academic backgrounds to learn English for Academic Purposes (EAP) in an efficient and effective way
- ▶ Increase retention and matriculation rates of EAP students
- ▶ Enhance collaboration
- ▶ Disseminate research findings and curricular practices to other campuses and colleges

# Review of the Literature

- ▶ High level of literacy in Level 1 predicts ease of learning in Level 2.
- ▶ Programmatic isolation and unrelated coursework decrease motivation.
- ▶ Content-based instruction promotes efficient language learning.
- ▶ Immigration trends indicate need.

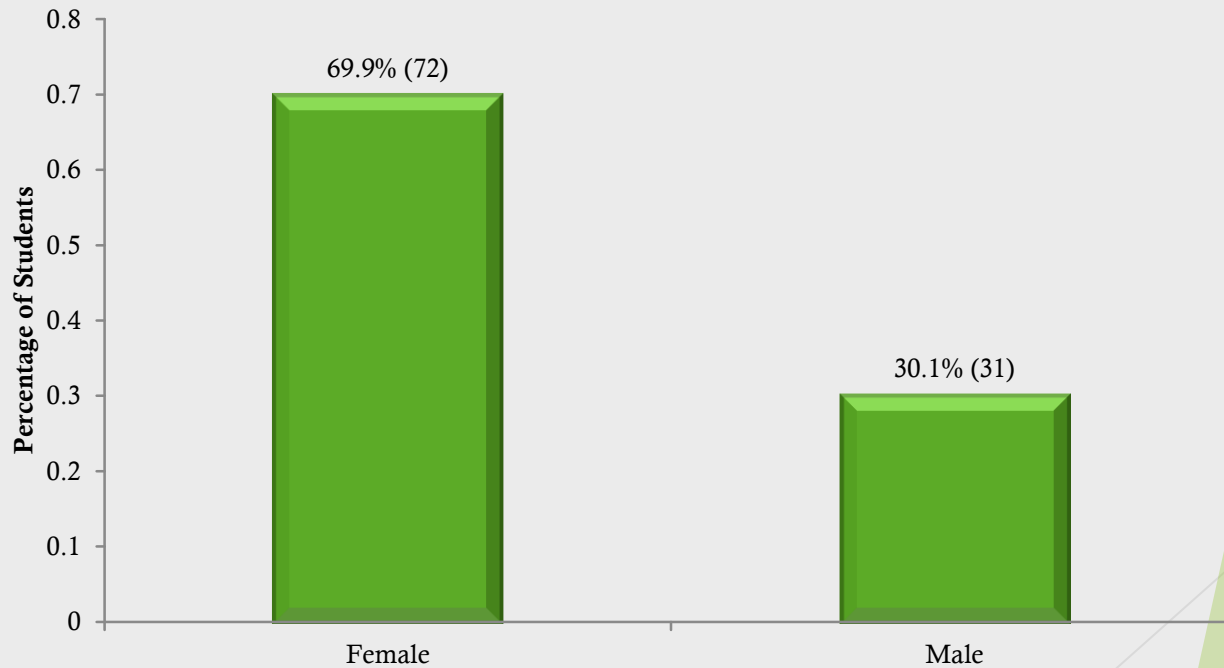


# Student Profile

- ▶ There have been 526 ACE students from 2009-1 (inception) to current semester (Fall 2012)
- ▶ 69.9% of ACE students have been females.
- ▶ 42.7% of ACE students have been from Cuba.
- ▶ 76.7% of ACE students claim Spanish as their Native Language

# Students by Gender

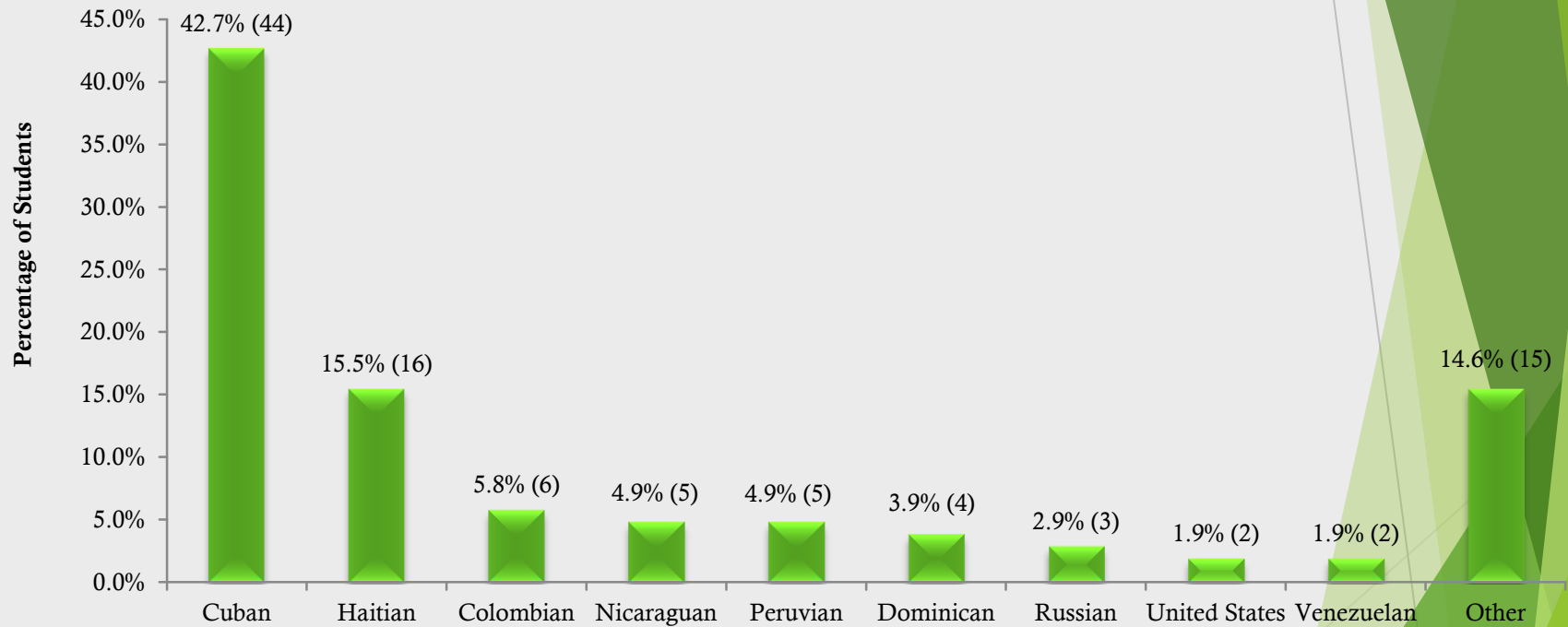
**Project ACE - Fall 2012**  
**Percentage of Students by Gender**



Total number of Students = 103

# Students by Nationality

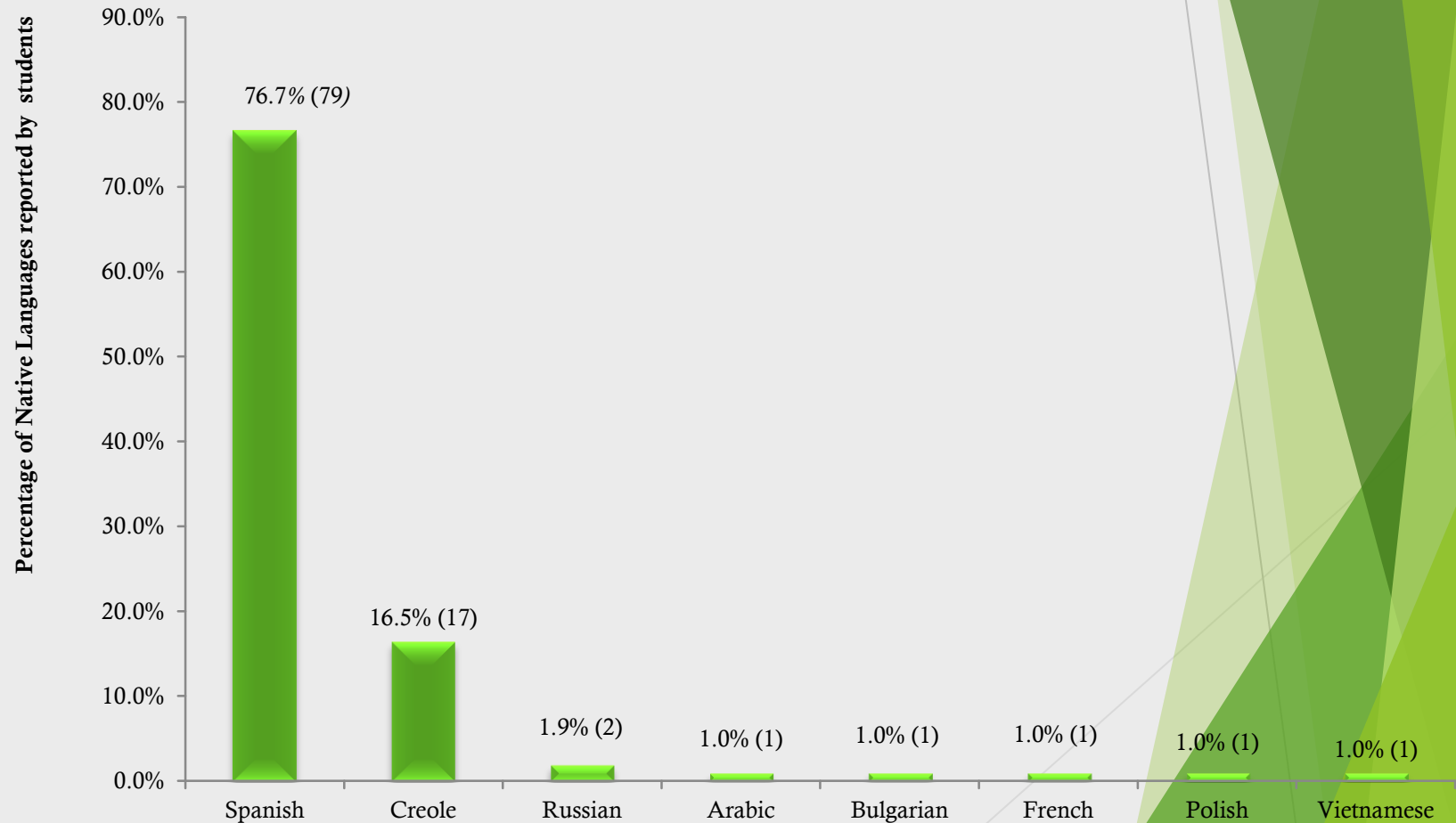
## Project ACE 2012-1 Percentage of Students by Nationality



Total Number of Students=103

# Students by Native Language

Project ACE 2012-1 Percentage of Students by Native Language



Total Number of Students = 103

# Infusing Technology

## Infusion of Technology into Content-Based Learning Activities

### Key Applications

Learning  
Object  
Repositories

ANGEL  
(Blackboard)

Corpus  
Repositories

Learning  
Communities

Assessment

# Learning Communities

A learning community is a group of two or more classes linked together so that the same students are enrolled for the same set of classes in conjunction with professors that have a special curriculum to address particular subject matters, topics and/or themes.

# Learning Communities

Advanced courses offered under the auspices of Project ACE form a learning community with two additional academic classes, a three credit psychology course required in all associate degrees at Miami Dade College, and a one-credit elective in library internet research.

# Learning Communities

The learning community allows ACE students to earn 4 credits toward their degree while receiving support for those classes from a 6 credit EAP course in reading and writing and a 6 credit course in speaking, listening, and grammar.



# Content-Based

- ▶ What is content-based instruction?
  - ▶ Learning about something, while learning a language.
- ▶ Why used content-based instruction?
  - ▶ Language teaching and learning has no natural content.
  - ▶ Research shows that learning through sustained content helps students by recycling vocabulary and ideas.
  - ▶ Students are better able to expand on the content and negotiate meaning when the context is consistent.

# Content-Based

- ▶ Content-based instruction and EAP are natural partners.
- ▶ Students are preparing for academic careers.
- ▶ Teaching language through content gives students repeated exposure to academic topics and language.

# Corpus-Informed

- ▶ What is corpus-informed instruction?
  - ▶ Teaching with authentic language selected from a large corpus
- ▶ Corpus = “body”
  - ▶ Written materials (textbook chapters, syllabi, handouts, web-sites)
  - ▶ Transcriptions of class discourse (lectures, questions, discussions)
- ▶ Corpus linguistics
  - ▶ Step 1: Using computers to analyze the “body of materials”
  - ▶ Step 2: Analyzing the results to see language frequency patterns

# Corpus-Informed

- ▶ Why use corpus-based instruction?
- ▶ To design a syllabus based on word frequencies and student needs
- ▶ To create materials and activities based on real examples of language as it is used in different contexts
- ▶ To teach students to conduct their own investigations based on specific language needs, purposes, or problems

# Internet Research

## **LIS 2004: Introduction to Internet Research**

- ▶ The course focuses on methods of accessing information resources available through the internet.

Students will learn how to design effective search strategies, retrieve, evaluate and cite internet resources.

# 10 Learning Outcomes

**As graduates of Miami Dade College, students will be able to:**

- ▶ Communicate effectively using listening, speaking, reading, and writing skills.
- ▶ Use quantitative analytical skills to evaluate and process numerical data.
- ▶ Solve problems using critical and creative thinking and scientific reasoning.
- ▶ **Formulate strategies to locate, evaluate, and apply information.**
- ▶ Demonstrate knowledge of diverse cultures, including global and historical perspectives.

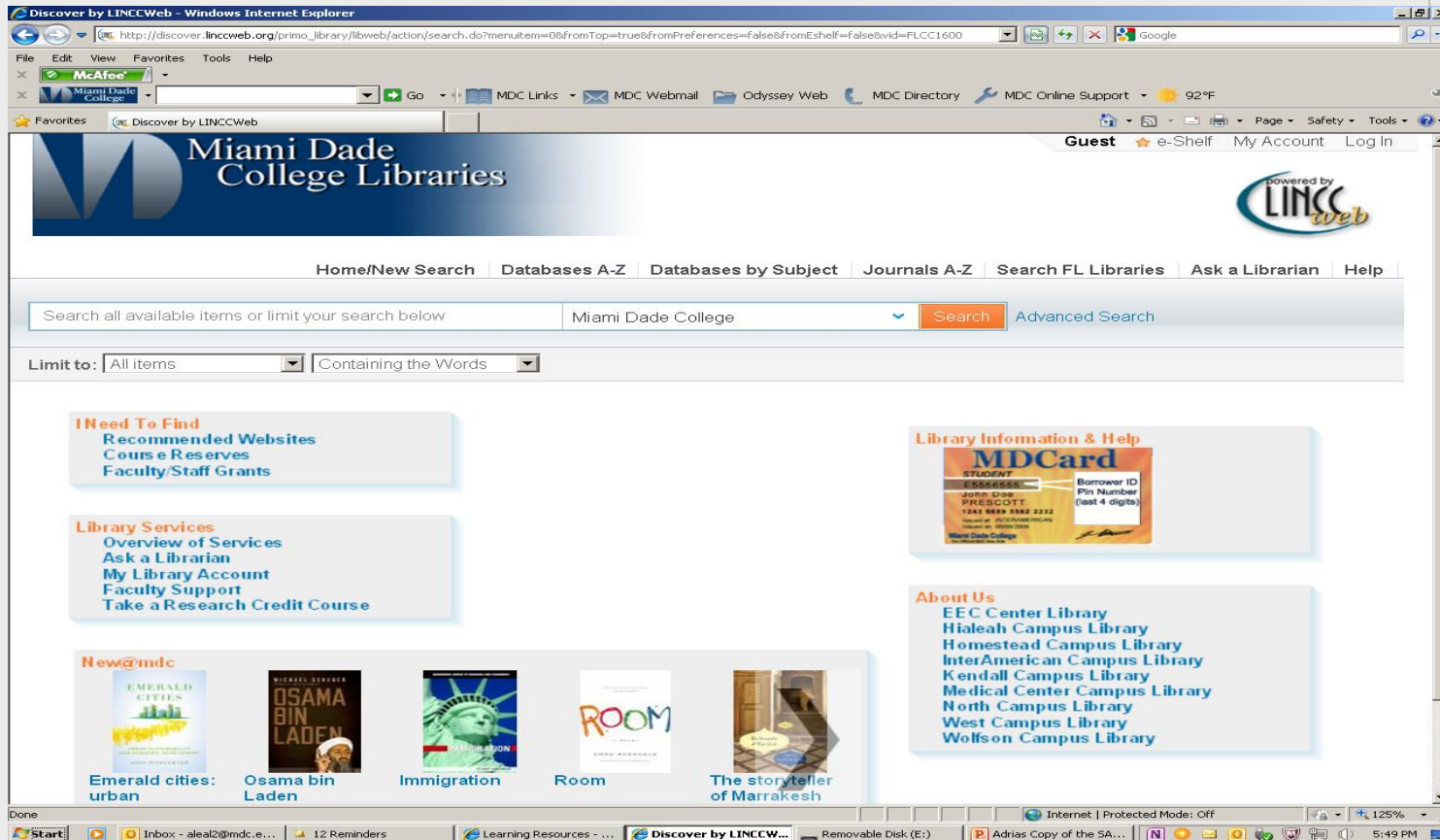
# 10 Learning Outcomes

**As graduates of Miami Dade College, students will be able to:**

- ▶ Create strategies that can be used to fulfill personal, civic, and social responsibilities.
- ▶ Demonstrate knowledge of ethical thinking and its application to issues in society.
- ▶ Use computer and emerging technologies effectively.
- ▶ Demonstrate an appreciation for aesthetics and creative activities.
- ▶ Describe how natural systems function and recognize the impact of humans on the environment.

# Technological Tools

- Library databases and reliable online resources:





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# CARLA

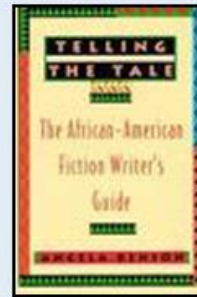
## Center for Advanced Research on Language Acquisition



<http://www.carla.umn.edu/index.html>

# COCA

## Corpus of Contemporary American English



<http://corpus.byu.edu/coca/x.asp?w=1152&h=720>

# Evaluation Plan

[illegible]



# Applying Technology

## ▶ STRATEGIES FOR STUDENTS

- ▶ Relevance
- ▶ Engagement
- ▶ Feedback

## ▶ STRATEGIES FOR FACULTY

- ▶ Assess
- ▶ Evaluate
- ▶ Collaborate

# Questions

